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ABSTRACT

Tanzania inherited a basically illiterate population that is largely rural. Hence, Tanzania is according top priority to rural development. Education is a vital input but its impact depends not only on the quality and relevance of the education given but also on its interaction with complementary inputs in agriculture, small-scale industry, irrigation, health, nutrition, and other aspects of family life. The functional literacy campaign and other educational programs for adults are intended to provide the kinds of basic skills and knowledge needed by the local community. Formal education is linked to nonformal and informal education in community education centers. Decentralization of control and power provides the platform for proper coordination and effective and intensive utilization of local personnel, finances, and materials.
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EXPERIENCE IN TANZANIA IN IDENTIFYING AND SATISFYING LOCAL NEEDS IN EDUCATION

M. J. Kinunda

A contribution to the IIEP Seminar on "The planning of learning arrangements of all kinds for local communities"
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EXPERIENCE IN TANZANIA IN IDENTIFYING AND SATISFYING LOCAL NEEDS FOR EDUCATION

"The Purpose of both the Arusha Declaration and Mwongozo (TANU Guidelines) was to give people power over their own lives and their own development".

Decentralization.

1. INTRODUCTION

1.1 Tanzania's population of approximately 14.0 million people is largely rural. It is estimated that 96% of the entire population lives in the rural areas and yet this rural sector produces only 50% of the total GNP. In 1967, the proportion of the population aged 10 years and over recorded as literate was only 30%. Furthermore, in the same year, approximately 44% only of the seven-year olds were enrolled in Std. I of the primary school. At Independence in 1961, this percentage stood at 37%. Very little effort or attention was given to educating illiterates both young and old in the rural areas. The 1967 population census indicated that the ranking of literacy rates corresponded closely to the ranking of economic level.

Before Independence too, the education given reflected the objectives, purpose and influence of colonialism. It was irrelevant to the needs and aspirations of Tanzanians, the majority of whom live in the rural areas. Primary education for instance, was designed as a preparation for secondary education. It encouraged students in the rural areas to gravitate towards towns in search of 'white-collar' jobs. The youth were disappointed, frustrated and dissatisfied because there was no work for them. The Nation was also dissatisfied because the youth made no contribution towards the development of the country.

Between 1952-1962 attempts at re-orientating the primary school curriculum to provide the skills required for rural transformation and in this way prepare the children for effective participation in rural development met with failure. It was hoped that the graduates of these Middle Schools as they were called, would be able to transform the quality of life in the rural areas.

The curriculum shift from academic subjects to agriculture, carpentry, metal work and rural crafts was considered a deliberate attempt by the colonial Government to keep the Africans down. Education, a rare commodity and elitist in character was looked upon as the

venue for success and a sure means of escape from drudges of rural life.

1.2 The development philosophy of the Independent Tanzania rests on the basis of equality of all citizens and the creation of a society based on human dignity and justice. The focus therefore, is on rural development where 96% of the entire population lives, "It is in the rural areas that people live and work, so it is in the rural areas that life must be improved".[1/] Development to Tanzania means both the elimination of oppression, exploitation, enslavement, humiliation and the promotion of independence, self-reliance, confidence and human dignity. In the consideration of the development of the nation, in the preparation of development plans, the main emphasis at all times is the development of people and not of things. Every Tanzanian should

- Enjoy a balanced diet
- Be adequately clothed
- Enjoy adequate housing conditions
- Have access to basic education and health facilities.

If development is to have maximum benefit to people, and if it is to be meaningful, it has to originate from the people themselves. People themselves must participate in decision-making, in considering, planning and implementing their development plans. For it is the people themselves who know better what the pressing needs are. Leaders and technicians are there to guide and to assist people to reach rational decisions.

2. THE POLITICAL FRAMEWORK

2.1 TANU (the Political Party) is committed to human development through education. This commitment is amply demonstrated in the Constitution, in the statements, writings and speeches of the President, Mwalimu J. K. Nyerere, and in the records of Party meetings and resolutions. For example, in his book entitled "Freedom and Development," the President says -

> ". . . But people cannot be developed; they can only develop themselves . . . Man develops himself by what he does . . . by making his own decisions, - by increasing his understanding of what he is doing and why; by increasing his knowledge and ability, and by his full participation - as an equal - in the life of the community he lives in". . . . To live is to learn; and to learn is to try to live better."

1/ Mwalimu J.K. Nyerere - Education for Self-Reliance, 1967.

The Party and the Government believes that all Tanzanians have a right to a full, good quality general education so that each individual can live a productive and fulfilling life. Education is regarded as a tool for the development of the people and liberation of man; that is, it stresses the values, practices and attitudes which are pertinent in changing the living conditions of the majority of Tanzanians. Furthermore, education is geared towards imparting or making improvements in the skills, attitudes and knowledge of the recipient and of the community at large. It gives emphasis to practical knowledge which is relevant and responds to the needs of the community and of the society.

2.2 Therefore the strategy adopted is to provide some form of education to all those who live and work in the rural areas - men, women, children and adults. This implies the widening of the range of educational services and programmes available to the rural communities and using newer forms of education as instruments for transforming production and improving living conditions.

Education is viewed as "learning about anything at all which can help to understand the environment we live in, and the manner in which we can change and use this environment in order to improve ourselves."[1] There is no limit on the kinds of things one should learn. This viewpoint does not specify who should learn and when one should stop learning. It is a message to every Tanzanian whether old or young, that learning is a lifelong process.

Living, learning and working cannot be separated. "In a country dedicated to change, we must accept that education and working are both parts of living and should continue from birth until we die. If we are to make real progress in 'adult education', it is essential that we should stop trying to divide up life into sections, one of which is for education and another, longer, one of which is for work - with occasional time off for 'courses' ".[2]

2.3 Ujamaa Villages. Tanzania believes that development in rural areas can take place more efficiently and rapidly if families, now usually living in scattered villages, come together and create or establish larger villages to form economic, social and political units.

1/ Mwalimu J.K. Nyerere in 'Freedom and Development.'

2/ Mwalimu J. K. Nyerere, "Tanzania, Ten Years after Independence", Report by the President of TANU.

Although a few such units did exist previously, it was only in September 1967, that the development of Ujamaa villages became the official TANU and Government policy. All such villages are established voluntarily. The members decide by themselves how much they wish to do cooperatively and how much they desire to continue to do on an individual basis. For an Ujamaa village can only come into being in its full sense if it has the wholehearted support and commitment of the members involved. The decision on what to do, what to grow; how much to grow and so on, lies on the members themselves. The Party and Government provides limited and essential help and technical assistance while substantial efforts towards the creation of the village are made by the people themselves.

The creation of these large communities makes it possible for economies of scale to be achieved in the creation of infrastructure and in the provision of social services such as schools, water and health. Cooperation is very much encouraged. Rural development based on cooperative principles is deemed to reduce the difference between incomes and amenities available to the few (most of whom live in urban centres) and the masses in the rural areas and in this way helps to reduce the gap in opportunities between the 'few' and the 'many'.

2.4 By 1973, over 5,600 Ujamaa villages had been established. Over 2.6 million people representing about 15% of the total population live in Ujamaa villages. This is a tremendous achievement since 1967 when the policy of 'Ujamaa Villages' was officially adopted. The Table below indicates growth in the number of Ujamaa villages and the population from 1967 to 1973:

Year	No. of Ujamaa Villages	Population living in Ujamaa Villages
1969	809	
1970	1,956	531,200
1971	4,484	1,545,240
1972	5,556	1,980,062
1973	5,628	2,028,164

Recently, the process of moving into large communities has gained unprecedented acceleration. The government's target of making all people live in villages by 1976 is certainly going to be realized, if the present momentum or tempo is maintained.

The significance of the Ujamaa village in terms of education, is that it serves as a learning centre for both the young and the adults through formal and many types of non-formal, semi-formal and informal education. As these villages mature, they will increasingly take over the responsibility of maintaining and supervising their schools and educational programmes.

3. ADMINISTRATIVE FRAMEWORK AND STRUCTURE

3.1 Before independence, there existed a highly centralized administrative structure. All the power was centred, controlled and coordinated from the centre. Although the early post-independence period witnessed certain modifications and innovations in the local government structure in an effort to involve local people, yet one of the most noticeable features of local government in the past was that it was basically an imposition of the central government and not a growth from the grassroots - the local community. This accounts for the fact that the system of local government failed to arouse and generate interest among the local people at the grassroots. Hence, although development committees had been established long before decentralization, they had proved to be ineffective. The participation of and response from the local people was very minimal, local plans were very often inappropriate and contradictory. The lack of proper coordination between different ministries and between the central government and local authorities was often the major cause for delays in the design and implementation of local plans; for duplication of efforts, for inadequate funding of the projects and so on.

3.2 Though the Party's and the Government's concern over the issue of decentralizing control and power and of holding local people themselves responsible for their own development had exercised the minds for a long time, it was not until 1972 when the Government announced a major policy of development strategy - that of decentralization.

Briefly, decentralization is a system that gives more local freedom for decision-making in the initiation and implementation of programmes and projects, on matters which are primarily of local concern and impact within a framework which ensures that national policies of Socialism and Self-reliance are followed.

3.3 The Regional and District Development Teams headed by the Regional and District Development Directors became operational on the 1st July, 1972. These directors are free to make their decisions

about priorities and methods of operation in matters for which they are responsible with very minimum interference from the centre (Dar es Salaam). By decentralizing decision-making exercise and control from the centre, local initiative participation and control is made to function more effectively.

The planning stems from the people themselves and serves them directly because the people in the villages have the opportunity of putting forward their ideas which are discussed at grassroots and the decision on the problems and priorities made before they are forwarded to the respective districts and then to the regions.

Decentralization thus is intended to improve and to hasten development particularly in the rural areas.

Under decentralization, the government ministries (at the centre) now have the responsibility of preparing general guidelines, of providing assistance and help where needed and of checking on the performance.

The Regional structure is illustrated below. (Page 7.)

At present there are 20 Regions. At the District level, the regional structure is repeated with an Area Commissioner (in the place of Regional Commissioner) and District Development Director (in place of Regional Development Director) at the top assisted by the respective staff officers and functional managers.

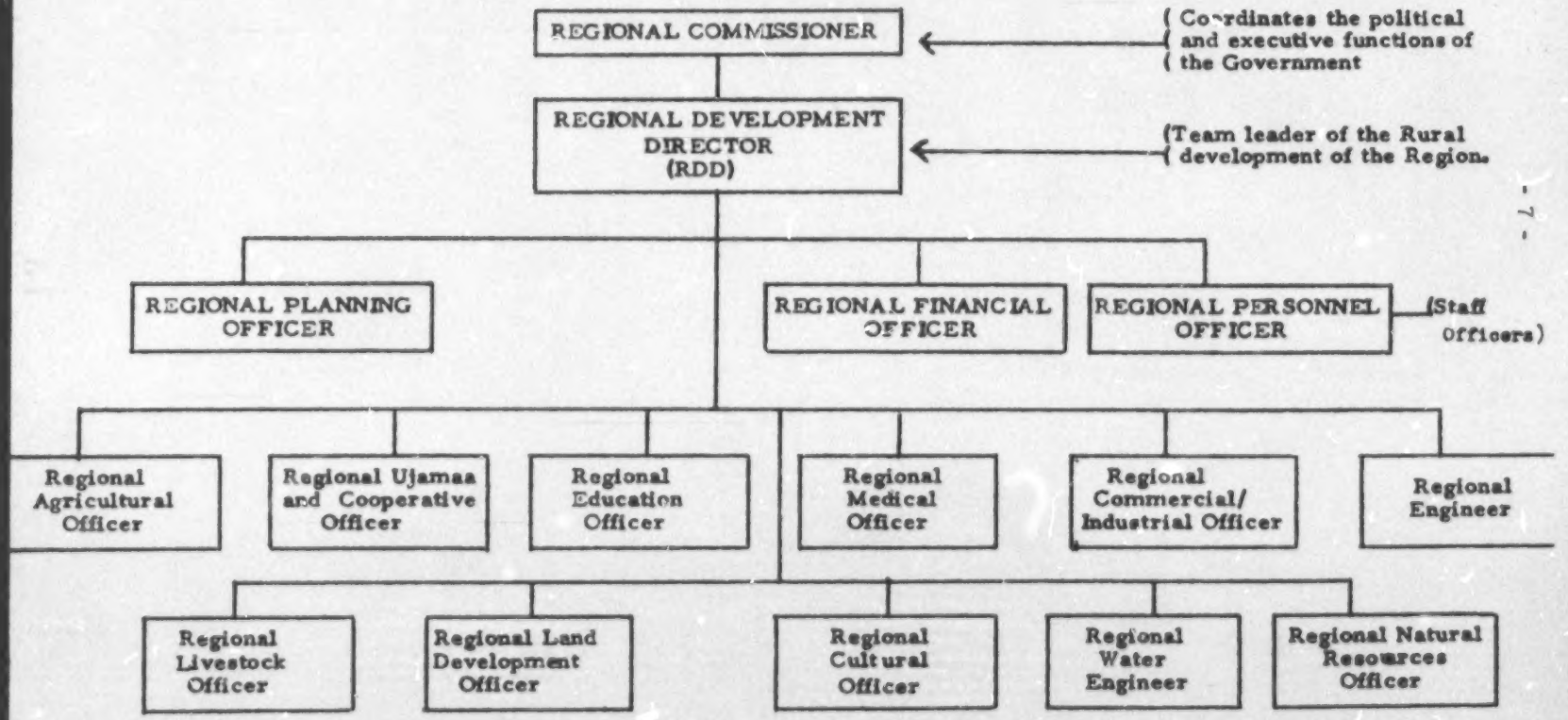
3.4 People's Control of Development

To facilitate people's participation in and control of their own development, and also to involve the Party in the development process, the new organization provides for the establishment of development committees (with elected and ex-officio members) at the village/ward level, at the District Level and the Regional level.

Ward Development Committee:

Chairman:	TANU Ward Chairman
Secretary:	Ward Secretary
Members:	10 Members of the Ward Branch
Ex-officio:	Divisional Secretary and Ward functional staff

REGIONAL STRUCTURE



DISTRICT DEVELOPMENT COUNCIL:

Chairman:	TANU District Chairman
Secretary:	District Development Director
Members:	Area Commissioner (District TANU Secretary)
	Elected Councillors
	Members of Parliament
	District staff and Functional officers

REGIONAL DEVELOPMENT COMMITTEE:

Chairman:	TANU Regional Secretary (Regional Commissioner)
Secretary:	Regional Development Director
Members:	TANU Regional Chairman
	TANU District Chairman
	TANU District Secretaries (Area Commissioners)
	District Development Directors
	Members of Parliament
	Regional staff and Functional officers

The Development Committees at the ward, district and regional levels have become now more closely involved in the preparation of development plans. Their membership is more representative of the local people. They are responsible to the people. It is their duty to lead the work, direct development programmes in consultation with the people. Through the committees it is ensured that the initiative and involvement comes from the grassroots. People at grassroots can practice self-reliance in their own development and take part in decision-making which directly affects their own lives.

3.5 In order to facilitate these grassroots development plans, the resources and funds are placed at the disposal of the districts and full allocation authority based on the approved projected expenditures submitted from the wards and villages. The principle followed is that the implementing body should be entrusted with money for each project. Greater financial control is vested in the Regions and Districts. The money which has been voted by the Parliament for development in Regions and therefore in the districts, is placed under the control of the Region and District, and not under the Central Ministry as it used to be the practice before decentralization. The districts are given the discretion in the system of expenditure so that they are able to make use of local opportunities for economies within the amount given. Thus, there is an Annual Development and Recurrent budget for every region. Each regional budget is compiled from the proposals submitted by the Regions.

3.6 The Educational Administrative Structure within the Decentralization system.

At the Regional level, the Regional Education Officer who is responsible to the Regional Development Director and who is the functional manager of all primary education and adult education programmes in the Region, is assisted by the following officers:

- The Supplies and Logistics Officer
- Education Officer (Inspectorate)
- Education Officer (Adult Education)
- Domestic Science Inspector

At the District level, the same structure is repeated with the District Education Officer leading the Education team and reporting to the District Development Director. The District Education Officer is assisted by several Education Officers:

- Education Officer responsible for logistics and supplies
- Several Inspectors
- Adult Education officer
- Domestic Science Inspector

This structure provides the capacity and capability to initiate plan, administer and implement education programmes in primary and adult education in the context of integrated rural development priorities in the villages, wards and districts.

4. EDUCATION FOR THE ENTIRE COMMUNITY

4.1 It was pointed out earlier that Tanzania's strategy is to provide some kind of learning to everyone both children and adults. Thus the primary school in the community is being transformed into a community education centre. It becomes a focal point for the total needs of the community rather than serving as a somewhat detached institution for the education of children alone.

A. EDUCATION FOR THE ADULTS

4.2 Tanzania at independence inherited basically an illiterate society. No less than 75% of its population was illiterate. Very little work in adult education was undertaken and most of it was through the efforts of the voluntary agencies and missionary organizations. After the Second World War, the ex-servicemen were given re-orientation courses which helped them to integrate into the civilian life. By late 1940's, the Social Welfare Department started to conduct some adult education courses in the urban centres and by 1952 these services were extended to some rural areas. By 1969, about 600,000 adults

were attending adult education classes in the country. These activities suffered from a number of weaknesses. They lacked the ideology to define the objectives and goals. Accordingly, there was no national strategy and an effective administrative machinery to support it. There was little or no coordination at all and hence any meaningful evaluation of the effectiveness of these limited efforts could not be undertaken.

The President said in 196 , -

> ". . . although there has been a lot of talk about education for adults and quite a lot of people have been working in this field, we have never yet really organized ourselves for a major attack on our ignorance".

When introducing the Second Five-Year Plan in 1969, the President had this to say -

> " First we must educate adults. Our children will not have an impact on our economic development for five, ten or even twenty years. The attitudes of the adults . . on the other hand have an impact now. The people must understand the Plans for development of this country: They must be able to participate in the changes which are necessary. Only if they are willing and able to do this will the plan succeed . . . ."

In his New Year message, the President declared 1970 to be "Adult Education Year". His message gave the true meaning, purpose, objectives and direction of adult education in Tanzania and outlined the strategy for eradicating illiteracy. The three objectives of Adult Education in Tanzania which he enumerated in his message were -

> " (1) to shake ourselves out of the resignation to the kind of life Tanzanian people have lived in the past;
>
> (2) to learn how to improve our lives;
>
> (3) to learn to understand our national policies of socialism and self-reliance."

In 1971 the Party resolved that illiteracy should be completely wiped out in Tanzania by 1975. This decision had the implication that about 5.2 million illiterates had to be reached within four years. The trategy for undertaking this massive campaign required:

- An effective machinery to mobilize the masses
- A machinery for planning and monitoring the campaign along the national course
- The availability of teachers to conduct the adult classes

- Centres accessible to the masses
- The availability of learning materials, equipment and transportation.

4.3 Specific Objectives. Major specific objectives for this campaign include:

Literacy and Numeracy - to teach illiterate men and women basic reading and writing, and to solve simple problems of arithmetic utilizing the basic vocabularies words used in the agriculture, farming, industrial health practices, etc.

Knowledge and Skills - to impart the knowledge of the community and personal hygiene, nutrition, child care, home economics which will help to improve family and community life; to impart knowledge and skills in agriculture, rural construction etc., and help them to utilize the knowledge and skills to solve basic economic, social and cultural problems for example to raise the productivity and standard of living.

Community Studies - to enable them to understand the policy of Self-reliance and Socialism and development plans, and so prepare them for a more efficient participation in the development of their own village, region and country. To integrate the adult literacy and adult education programmes with the general agricultural and industrial development of the country.

Post-literacy Programme - to provide opportunity for a continuing education.

4.4 The Approach:

The functional literacy approach used in the UNDP/UNESCO work-oriented Adult Literacy Pilot Project in the Lake Region, has been adopted throughout the country. This pilot project has served as a useful guide to the national campaign. The various useful experiences such as teaching materials, training, evaluation, follow-up materials - rural libraries, supplementary readers, rural newspapers have been incorporated into the national campaign.

The pupils acquire the skills of reading and writing by using primers and other materials which have been scientifically designed and which deal with an aspect which is familiar to them and is significant in their social, economic and cultural life. In this way, practical knowledge and skills relevant to their lives are imparted. The theoretical aspect is incomplete without the practical lessons accompanying the theoretical classes.

Some of the primers used are on Political Education, Better cotton growing, Better cattle raising, Better rice growing, Better family care. For the practical work, for example, in agriculture, health education, domestic science, rural crafts, the relevant equipment is needed.

The programme designed to meet the needs of the various communities at the various centres in different parts of the country, naturally will show a marked difference in emphasis between areas, districts and regions. What to teach and their priorities are determined and dictated by the needs and the wishes of the local community. Hence the adult education programme for local communities provides a wide array of studies or courses to achieve the objectives mentioned in the preceding paragraphs.

4.5 Administrative Structure

Political leaders and other leaders at all levels - national, regional, district, division, ward levels, 10-cell leaders and at the centre/school have been instructed to mobilize the masses and involve themselves in the adult education programmes. Leaders have been called to be in the forefront in seeing that plans for adult education programmes are implemented and that they themselves set an example by registering and/or teaching.

4.6 The organizational structure has been established from the top (National level) down to the class or centre so as to provide a very effective framework in initiating the programmes, coordination, administration, evaluation and supervision at all stages.

The Ministry of National Education has the overall responsibility of coordination, research, initiation, supervision and evaluation. A major division of Adult Education was established within its Ministry since 1970. At the regional and district levels, these responsibilities are carried out by the Regional Education Officer and District Education Officer. Trained and experienced Education Officers in Adult Education posted to the regions and districts assist the Regional Education Officers and District Education Officers in performing these tasks. In every division there is a coordinator and in every ward, one of the head-teachers of the primary schools is designated as the coordinator of the programme in the ward. At the school, or centre itself, the head of the school or centre is the coordinator of the programme. Centres where the educational programmes are conducted include schools, collages, institution, hospitals, offices and so on.

4.7 Adult Education Committees

Adult Education Committees have been established at all levels. The National Adult Education Committee whose members are drawn from the Party, Organizations affiliated to the Party, voluntary agencies, parastatal organizations, ministries engaged in adult education, and Institute of Adult Education is the advisory organ to the Minister on policies and practices pertaining to adult education.

Committees are also established at the Regional level, District level down to the school or centre. Their members are drawn from Party and Government officials of various ministries, TANU affiliates, institutions, schools, collages, parents and so on. They are very representative of the people and their main task, particularly at the school level or centre is to ensure that adequate and relevant educational programmes for the local community are drawn up and are implemented. They also check on the attendance and enrolment of students, recruitment of teachers, provision of materials, organization of the courses and all other matters pertaining to the success of the programme for the local communities. It is thus possible to modify, expand, vary the programmes at the centre or school to meet changing needs or new challenges as and when needed with maximum efficiency and minimum delay due to burcaucracy, distance and so on.

4.8 The Adult Education programmes provided at individual centres are supported and reinforced by

- Various types of educational activities provided within districts (such as rural training centres or other institutions (zonal or national) designed to prepare people for service and leadership in the villages by equipping them with both the ideological and technical skills (for example, vocational training centres, agricultural extension training institutes)

- Integrating the adult education programmes with the National National and Regional economic and social development plans (for example, the supply of water, the establishment of health centres, production are priority programmes in the overall development plan for rural development).

Rural Training Centres are supposed to respond to local priorities and initiatives in such fields as handicrafts, home-economics, and to offer cottage industry crafts, practical agricultural and ujamaa idealogy.

leadership training to those who are nominated by their villages. Upon completion of the course, the participants are expected to return to their villages to provide service and leadership. The various training needs are interdisciplinary in nature. The knowledge and the skills (technical and leadership) provided at the Rural Training Centres are very much needed for the advancement of ujamaa and the development of the village. The long-term objective is to establish one RTC in every district. At present there are only 35 RTCs. The participants are leaders and members of ujamaa villages, other farmers, party leaders, women extension workers of all kinds, other public employees and school leaders.

Health Education, which is incorporated in the adult education programme and which is important in improving the health conditions in the villages is also carried out at health centres, dispensaries and hospitals. Patients are educated on the common diseases - their cause, cure and prevention - before or after getting treatment.

Malnutrition and infectious diseases take a heavy toll of the Tanzanian population. Malnutrition is a major cause of mortality among young children. It also limits the physical and mental growth of many survivors. Nearly 40 % of all deaths in hospitals result from infectious diseases. One - third of the population is affected by malnutrition. Today, life expectancy is only about 40 years.

The present emphasis is on preventive rather than curative medicine. The provision of health services nationwide is being given the greatest emphasis together with water and education. By the end of 1974, it is expected that there will be 134 rural health centres and 1,594 dispensaries. The number of rural medical aids, rural medical assistants being trained is increasing rapidly. The long-term target is to establish one health centre plus 5 satellite dispensaries for every 50,000 people.

Cooperative Education is provided by the Cooperative College. By March 1974, 399 of the 5,628 ujamaa villages had been registered as multi-purpose societies. The secretary/treasurer of the village, the shop-keeper of the village, the Chairman require additional skills in basic accounting and bookkeeping, administration and management. Some of the shorter courses provided at the Moshi Cooperative College are aimed at fulfilling the above objective.

4.9 Study Groups and Radio Programmes

A number of radio programmes are organized by Kivukoni College, Institute of Adult Education, Moshi Cooperative College, etc. aimed at supplementing the educational programmes organized at the centres. Study groups, many of which have been organized by the Institute of Adult Education have proved to be extremely useful in involving the masses to discuss certain issues and to follow them by practising what they have learned. For example, in early 1973 a campaign on "Mtu ni Afya" (Man is Health) was mounted with the intention to spread knowledge on health matters. Before the campaign, several discussion group leaders were trained in a series of seminars and two specially written booklets were distributed to about 2 million farmers. The campaign was also supplemented by radio and newspapers. Radio study groups of the size of 15 members each listened to specifically prepared instructions and suggestions, read relevant texts from accompanying books, carried out discussions on the materials and then decided what steps to take in combating the common diseases. The diseases studied were malaria, hookworm, bilharzia, dysentery and tuberculosis along with an emphasis on the use of clean water.

The evaluation has indicated that practical steps have been taken by the participants to improve their health practices and that the technical information which they acquired on the various diseases is being utilized in the preventive measures they are taking. Three other campaigns - "To Plan Is To Choose" in 1969 concerned with the launching of the Second Five-Year Plan; "The Choice Is Yours" in 1970 concerned with the meaning and importance of the elections and "Time Of Rejoicing" in 1971 focussed on the 10th Anniversary of Independence, December 1971 - have all yielded encouraging results. Another campaign on "Food Is Life" is being organized by the Institute of Adult Education; Ministries of Health and Agriculture are playing a very important role in its organization.

National Correspondence Institute. The programme was established in November 1972 in response to the needs of the masses of people in the rural areas - the new literates and the semi-literates in the first instance. So far, the courses offered are - Political Education, Kiswahili, Bookkeeping, Arithmetic and English. The evaluation conducted by the Institute in 1974 revealed that of the 6,123 course students in May 1974, 987 (or 16.1%) were farmers. The interest of, and response from the farmers from the various local communities is growing rapidly.

The last few paragraphs have attempted to illustrate briefly some of the ways the training programmes carried out in the district, zonal and national institutions reinforce the educational programmes conducted in the local communities and also how the National and Regional priorities in development programmes integrate with the educational programmes.

4.10 Teachers. The teachers for the adult education programmes at the various centres are obtained mainly from 4 sources:

1. Volunteers: This is a large group. They receive short courses organized all over the country. They receive an honorarium of Shs. 30/- per month.

2. Teachers: A large number of teachers in the primary and secondary schools and tutors in teachers' colleges participate in teaching. Teacher Training courses include adult education and in-service course participants receive orientation courses in adult work. The school's timetable has been adjusted to incorporate adult education classes. Teachers are not paid any honorarium since they do this work as part of their normal teaching duties.

3. Government: Officers, personnel from parastatal organizations - e.g., Agricultural officers, Health officers perform this work as part of their regular official duties. They are utilized more in the practical aspects of the adult education programmes.

4. Students: From Schools, Colleges and other Institutions. They are given brief orientation courses. They participate willingly in teaching adults as part of their contribution to the nation.

The breakdown of teachers for 1973 is given as follows:

Volunteers	59,590	Agricultural Officers	1,129
Teachers/Tutors	33,903	Health Officers	1,525
Students	4,314	Cooperative Officers	2,447
TANU Leaders	3,287	Community Development Officers	1,995
Religious	637		

Regional training teams train district teams which in turn train divisional teams who eventually actually train the would-be teachers.

4.11 Achievements

Since the National functional literacy campaign started in 1970 enrolments have all the time been rising. In 1973, the enrolment stood at 3.2 million. The target to be reached is about 5.2 million. In certain districts like Mafia, Ukerewe, this enrolment has reached almost 100%. About 2 million have yet to be reached before the target date of 1975.

Although the results of the evaluation under way will take time to be produced, it can be said that on the whole there has been very positive response towards this programme. The political consciousness among the masses is high, and certain positive changes in living behaviour, economic improvement and positive attitudes towards education have been observed. The Mwanza pilot project yielded very valuable data, experience and encouraging results.

It is realized that the testing of the adults to ascertain their literacy is an enormous undertaking on account of the sheer size of the population and complexity of the methodology. Further challenges include the organization of follow-up programmes so as to sustain the literacy acquired, the recruitment and training of a large body of teachers, the provision of materials and equipment, visual aids, etc., the provision of rural ward-libraries, rural newspapers, the provision of radios, tape-recorders, film vans, and the provision of transport for coordinators in the districts, divisions and wards.

4.12 Finance

The whole programme is estimated to cost not less than Shs. 166.2 million ($24 million). This is a substantial amount for a country like Tanzania, but if you relate this amount to the total number of people reached and to the impact it can have on the economic, social and cultural development of this country, it is a very worthwhile investment. A significant proportion of it (slightly over 50%) has been obtained or is expected to be obtained from external donors. The government itself contributes the greater proportion of the balance out of its own resources.

But in the spirit of self-reliance, contributions from individuals, groups, agencies locally have shown an increase. During the Adult Education week, contributions have been collected from all over the country. In 1971, Shs. 32,470/90 was collected during the Adult Education week. In 1973, Shs. 77,340/- was collected. These funds are used in providing free reading glasses and purchasing the necessary materials

like books, pencils etc., which are provided free to the adult students.

Local people in some areas have put up their own classes and equipped them. In other cases, the proceeds obtained from the productive activities carried out in the course of practical lessons have been used in purchasing materials, equipment and so on for their own centre.

The Decentralization provides the opportunity for the regions, districts, divisions, wards, centres to maximize the use of local resources and to mobilize all resources available within the area. Furthermore, it is hoped that now that people are moving into large villages, while practising self-reliance, the villages themselves will shoulder more and more of the burden of financing these services as the villages mature.

B. EDUCATION FOR THE CHILDREN

4.13 "We should determine the type of things taught in the Primary School which the boy or girl ought to acquire and the values he ought to cherish if he or she, is to live happily and well in a socialist and predominantly rural society and contribute to the improvement of life there." 1/

Although the enrolments in Primary Schools have risen from 486,400 in 1961 to 1,208,271 in 1974, yet the truth is that only about 50% of all children of school-age have the opportunity at present to attend primary school. The tremendous achievement in enrolments is the result of the deliberate policy and desire of the government to provide a minimum package of basic education to every child as soon as the economy of the country permits to do so. In the post-independence period, not only have more schools been built in the rural areas, but the bottleneck after Std. 4 has been removed to allow pupils to attend a full primary education. In 1960, only 18% of those who completed Std. IV were permitted to enter Std. V. But the percentage has risen to 92.5% in 1973. Although the intake into secondary schools has risen from 3,302 in 1964 to 8,165 in 1974, expressed as a percentage of the primary school leavers, the intake into Form I of the secondary education has fallen from 31.9% in 1964 to 7.9% in 1974.

Hence, to the majority of the primary school leavers, primary schooling is the only formal education they will receive for a long time to come. They will have to return to the villages. The new educational

1/ Mwalimu J. K. Nyerere, Education for Self-Reliance, 1967.

policy of Education for Self-Reliance demands that the education given should be directed at the needs of the majority of the students, the needs of the community and of the Nation. In order to prepare them better for their future membership, the school should be integrated with the community and should be communities themselves - both economic communities as well as educational communities. Pupils should learn skills and knowledge relevant to their future life in the village and should acquire values and attitudes which will enable them to fit into, to live happily, to contribute to the development and serve the community from which they come from. In short, Education must prepare a child for life in the society which is predominantly rural.

Since the new educational policy was adopted in 1967, serious implementation efforts have been made in overhauling the curriculum and in effecting the necessary organizational and administrative changes. Although during this 7-year period of implementing this reform, certain successes have been scored, yet it must be admitted that we have not done all that is necessary.

4.14 Kwamsisi Project

A project which provides a very interesting example and sets a stage for further study in designing a curriculum which responds to the needs of the local community, a curriculum which fosters the integration of the school with the village so as to prepare the pupils for active participation in the development, maintenance and service of the community is the Kwamsisi Primary School or better known as the Kwamsisi Community Education Centre in Kwamsisi Ujamaa Village, situated 15 km from the town of Korogwe.

The Kwamsisi project was conceived and designed with two major considerations in mind:

- That the new curriculum should further the national objectives for Primary Education, and
- That it should be built around centres of interests and needs which are not only relevant but form an integral part of the life of village community. For example, the development projects of the village should be the development projects of the school and the development projects of the village.

Objectives

The following objectives were stated in 1971:

- The development of Literacy and Numeracy
- The development of a socialist citizenry with particular emphasis on
  - Self-reliance
  - Social and Human equality
  - The skills, values and attitudes necessary for good health, hard work and better life in the Ujamaa Village.

These objectives not only re-define the basic education as conceived in Tanzania, but re-emphasizes the importance given to education viewed as part of a life-long process.

4.15 The Curriculum

The school curriculum was defined in four major areas intended to provide maximum flexibility to meet local needs and priorities:

(1) Functional Literacy and Numeracy:

This area comprises the normal primary school programmes in literacy and numeracy found in other schools in Tanzania and which have been re-designed in accordance with the policy of Education for Self-Reliance. To develop the ability to handle numbers easily and confidently and to use them in every day computations. The ability to read with comprehension and to write. These sub-areas are given a large portion on the timetable since they are the key to the development of a child's abilities.

(2) Political Education or Civic Education includes the child's relationship with, and obligations to, his family, village and society, from a socialist point of view. Thus it includes subject matters like the history, structure and function of TANU, the Ujamaa Philosophy, the working of the Government and National and International bodies, and other topics centred on Tanzanian Socialism. The environment to be studied insofar as it serves the purpose of the socialist ethic, and is related to national and international history, geography and current affairs. Through political education will be promoted the concepts of brotherhood, dignity and equality of men, respect for others, an

obligation to work hard and intelligently, willingness to cooperate, tolerance and friendship among all nations, as defined in the aims of Education for Tanzanian Schools.

(3) Self-Help and Cultural Activities embrace the maintenance of the school and its own "shambas", development projects (which are as much as possible integrated with the development, plan and economic activities of the village), physical education, national music and dancing, sports. Although the development of some skills will be an important part of this curriculum area, the promotion of a self-reliant attitude with regard to the basic essentials, the preservation and growth of national culture will receive greater emphasis.

(4) Community Studies are selected specifically for the development of skills and attitudes necessary for the maintenance of good health, farming and life in an Ujamaa Village. To some extent, the studies are vocational-oriented such as the study of better farming methods, craftswork, building techniques and commercial methods, but studies include also health education and science related to local phenomena and problems (integrated science). Community studies are designed to inspire curiosity about ideas, urge or desire for deeper understanding and improvement.

4.16 Strategy and Implementation

The school consists of 7 classes from Std. I to Std. VII with enrolment of about 280 pupils drawn from the Ujamaa village and from the neighbouring areas. It is a typical school in a typical rural village. In 1971 the Principal of Korogwe College of National Education located in Korogwe town together with some tutors organized a series of meetings with the village elders and the villagers to discuss the programme. Even school children were involved. Party and Government leaders such as the Area Commissioner, TANU leaders, Education and Agricultural Officers, teachers and parents were familiarized with the programme so as to seek their interest and support. This step was considered the most critical for the creation of a favourable climate for the acceptance of the programme. The new school curriculum was put into use in 1973.

The activities of both the village and the school are coordinated by committees.

- The village committee consists of 12 parents, 3 teachers, one agricultural instructor, and one nurse. Total membership is 17.

- The School Committee consisting of 17 members is composed of 10 parents, 4 teachers including the Headmaster and 5 members from the Village Committee

- Self-help Committee responsible for the short-term and long-term planning of school's activities has 18 members consisting of one member from the Village Committee, one member from the school committee, 3 teachers, 13 pupils.

4.17 Several interesting activities or features have taken place or are taking place which in one way or other translate the curriculum theory into practice.

The following are some of them:

- The pupils had a 3-day trip with villagers to the Kibaha Agricultural Research Centres. Field trips to various places e.g., Pangani river to study the various uses of water constitute a very important practical programme on the timetable.

- The School has established a 3-acre banana and pineapple garden on experimental basis. If it succeeds the village will increase the acreage. The school has a large maize farm which has provided enough food for their midday meals. A fruit orchard is being nursed and a vegetable garden is producing vegetables for consumption and for sale.

- During the 1973 "Mtu Ni Afya" (Man is Health) campaign, the village and the school cooperated in digging pit latrines and provided the village with clean water.

  Korogwe College of National Education gave courses to 14 villagers in one of the Mtuu seminars in poultry, pig-keeping, vegetable gardening, carpentry and shop-keeping. These inspired the villagers to initiate 2 additional Projects jointly (School with the village). These are the poultry unit and the cooperative shop. The school was involved in both projects.

4.18 <u>Financing:</u>

The Government is meeting the cost of teachers' emoluments, school materials, equipment and travel costs of Government officials.

UNICEF's contribution so far has included farming implements worth Shs. 2,785/- for the school, building materials for the poultry and carpentry unit, and the water pump estimated to cost Shs. 35,000/- which is being installed. In the form of self-help the villagers or the community have contributed the following:

- They have built an extension of 2 classrooms to the school
- They have provided free labour in the construction of the poultry unit and the carpentry workshop for woodwork and tin-smithery. This workshop will be used by the primary school leavers as well as by the pupils and other villagers. Local craftsmen from the village will participate in running the classes. The workshop is intended also to go into production.
- A Day Care Centre is run by girls from the community as their contribution to the village. These girls were selected by the village to attend a training course at a nearby Social Training Centre located at Magila.
- They put up a storage building for the school and a shed for preparing mid-day meals.
- They provided uniforms to the school children.

4.19 Assessment

4.19.1 Life of the community has undergone basic changes. Although there has not yet been an objective assessment, attitudes and values have already been established which augur well for future development. The school belongs to the village. The village is involved in what is taking place at the school, and therefore is always aware of what takes place at the school. The villagers participate in the administration and organization of the school. They are participating in teaching various crafts, dances, local history and so on. The villagers themselves attend courses at the school, they sometimes attend in-service courses with their teachers at the Korogwe College of National Education. They sometimes accompany the pupils on study visits. The villagers work side by side with the teachers, and pupils in the joint projects. They mix in many social and cultural activities such as football, dancing, singing.

The Principal of the Korogwe College of National Education has the following to say about this programme. Before initiating this programme "the school had a formal subject central curriculum which scantily reflected the life of the village surrounding the school.

The villagers generally viewed the school as a centre for formal education for education sake. Thus there was minimal integration of the school and the society around. Administratively, the school and the villagers operated as separate entities co-existing as logical response to the norms of life only. But now..... the emphasis has aimed at complete integration of the school life and the Kwamsisi villagers. This is reflected in the general feeling of belonging to one another and thus pull together all their resources and efforts towards the success of the community as a whole. To date, the school is part of the community. This is further confirmed by the fact that administratively, the village chairman is the overall leader of the village including the school".

4.19,2 The projects and activities are selected by the village (including the school) itself according to their own assessment of their needs and capabilities. "From without" mainly through the College of National Education, Korogwe, and from the Ministry flow into the village/school new techniques and new ideas. There is no imposition from outside on what ought to be done.

4.19.3 The Korogwe College staff and the students are participating in the development of the curriculum, drawing up lists of instructional objectives around topics included in the Community Studies syllabus thus involving themselves in research into topics such as bilharzia, diseases of poultry, etc., using appropriate extension officers as resource persons, compiling instructional materials in Kiswahili, printing and copying on an ordinary duplicating paper. These will be guides for teachers and pupils. These materials will reflect local conditions.

This represents a unique and exciting contribution from the students who are part of the nation's intellectual manpower to the reform of the system which they themselves are about to enter. The pre-service involvement is no doubt an effective way of the preparation to spread the reform to other parts of the country.

4.19,4 The enrolment of villagers' children of the school age is 100%.

4.19.5 The school and its environment is being transformed in appearance. It is now changing into a pleasant orderly location from a previous dusty and uninteresting site.

4.19.6 The villagers give the impression of confidence and capability; children have grown healthier, happier and self-confident.

4.19.7 The school timetable is no longer regarded restrictive or inviolate as in the traditional timetable. It is more and more accepted as a general overall guide.

4.19.8 The people's overall assessment of the project after visiting Kwamsisi is that the Kwamsisi type of education should be extended to other schools. Not only is it a promising strategy for the complete primary education reform sought after by Tanzania, but it is a source of inspiration for the way ahead.

4.20 This achievement may be attributed to a number of concurrent reforms of pedagogical importance:

(1) The integration of the work of the school with the activities of the village especially through self-help activities is forcing a change in the school work from the traditional, irrelevant, academic study to a purposive and practical preparation for the village life. Since such activities emphasize cooperative effort, they reduce the individualist competitive spirit characteristic of the traditional school system.

(2) The participation of pupils in the planning, implementation and management of their self-help activities is helping to destroy the traditional, authoritarian set-up. In its place there develops a learning process which is based on experience and trust.

(3) The integration of the school with the village has brought new insights for the villagers into the true nature and purpose of education and for the teachers into the true needs of the village life.

More primary schools all over the country are now set to move to the next stage provided by Kwamsisi as a pilot project.

C. THE COMMUNITY EDUCATION CENTRE

4.21 The educational programmes for adults being organized in primary schools and other centres to respond to needs of the local communities together with the educational programmes given to children according to the new educational policy of Education for Self-Reliance as examplified by the Kwamsisi school, transforms the primary school in the village into an education centre for the whole community - children and adults, men and women.

Since practically all primary schools are centres where adult education programmes are conducted, it can be said that primary schools have already started operating as community education centres.

To make them respond more effectively to the needs of the community, ways and means are being sought in designing a more coherent, integrated and effective curriculum including the provision of adequate facilities, and equipment.

The community education centres being constructed consist of classrooms, offices, storage, workshops for carpentry, metal/blacksmithery and masonry, handicrafts, domestic science and agricultural units, Day-care centres, a dispensary and a community library.

The activities at the centres will also be linked with the economic enterprises in the village such as cottage industries. For example, the workshops can be the starting points for small scale industry as well as bringing technical skills to the whole population.

5. CONCLUSION

5.1 Any true and meaningful development in all its aspects depends on a literate and informed citizenry. Man develops himself. He cannot be developed. Education is the key to development. Tanzania inherited basically an illiterate population which is largely rural. Hence Tanzania is according top priority to rural development. But rural development requires a variety of specialities such as agriculture, cooperatives, small scale industries, irrigation, health, nutrition and other aspects of family life. Education is one of the inputs of rural development. In fact it is an extremely vital input. But its impact depends not only on the quality and relevance of the education given, but also on the interaction with other complementary inputs. Rural development must employ interdisciplinary and integrated approach.

5.2 The functional literacy campaign and other educational programmes for adults are intended to provide the kinds of basic skills, knowledge needed by the local community. This is linked to formal education and produce a type of education which is a blend of formal, non-formal and informal education - hence the community education centre.

Local participation, initiative and involvement of the local people in the design and operation of the programme is important so is the strong and broad-based political support. It is therefore essential that power and control should be decentralized from the centre and transferred to the local areas and Regions. Decentralization of control and power provides the platform for proper coordination, effective and intensive utilization of local resources in terms of personnel, finance and materials.